



STATE OF TENNESSEE  
DEPARTMENT OF CORRECTION

**REQUEST FOR PROPOSALS # 32901-31217  
AMENDMENT # 6  
FOR EVIDENCE-BASED PROGRAMMING FOR  
COMMUNITY SUPERVISION OFFENDERS**

**DATE: January 6, 2020**

**RFP # 32901-31217 IS AMENDED AS FOLLOWS:**

1. **This RFP Schedule of Events updates and confirms scheduled RFP dates. Any event, time, or date containing revised or new text is highlighted.**

EVENT	TIME (central time zone)	DATE
1. RFP Issue		August 27, 2019
2. Disability Accommodation Request Deadline	2:00 p.m.	August 30, 2019
3. Pre-Response Conference	10:00 a.m.	September 3, 2019
4. Notice of Intent to Respond Deadline	2:00 p.m.	September 4, 2019
5. Written "Questions & Comments" Deadline	2:00 p.m.	September 11, 2019
6. State Response to Written "Questions & Comments"		November 22, 2019
7. Additional Written "Questions & Comments" Deadline	2:00pm	December 3, 2019
8. State's Response to Additional Written "Questions & Comments"		January 6, 2020
9. Response Deadline	2:00 p.m.	February 13, 2020
10. State Completion of Technical Response Evaluations (RFP Att. 6.2., Sections B & C)		March 6, 2020
11. State Schedules Respondent Oral Presentation		March 10, 2020
12. Respondent Oral Presentation	8 a.m. - 4:30 p.m.	March 18, 2020
13. State Scoring of Oral Presentation Results (RFP Attachment 6.2., Section D)		March 20, 2020
14. State Schedules Field Testing		March 23, 2020

15. State Field Testing		March 30-April 16, 2020 March 30-April 2, 2020 (Respondent 1) April 6-9, 2020 (Respondent 2) April 13-16, 2020 (Respondent 3)
16. State Scoring of Field Testing Results (RFP Attachment 6.2., Section E)		April 21, 2020
17. State Opening and Scoring of Cost Proposals	2:00 p.m.	April 22, 2020
18. Cost Negotiations		April 23-30, 2020
19. State Notice of Intent to Award Released <u>and</u> RFP Files Opened for Public Inspection	2:00 p.m.	May 1, 2020
20. End of Open File Period		May 8, 2020
21. State sends contract to Contractor for signature		May 11, 2020
20. Contractor Signature Deadline	2:00 p.m.	May 28, 2020

**2. State responses to questions and comments in the table below amend and clarify this RFP.**

Any restatement of RFP text in the Question/Comment column shall NOT be construed as a change in the actual wording of the RFP document.

Question #	RFP SECTION	PAGE #	QUESTION / COMMENT	STATE RESPONSE
1			<p>Generally, LMS providers utilize web-based browsers to deliver programming because it is most versatile and accessible, which ensures the widest market possible can consume the programming through web-based browsers such as Chrome and Safari, and sometimes Microsoft Edge. This is the methodology, regardless of hardware device (tablet, desktop, etc.), meaning it applies when the LMS is experienced by the user via tablets and desktops. Commodity phones are also built with the same intent as tablets focusing on Safari and Chrome. In looking at the RFP, it affirms Chrome / Safari / Edge being the supported browsers, but then a few sections imply an Apple-only approach, using the Apple App Store. Would the Agency please verify that the respondent would meet requirements by proposing a</p>	<p>In response to the question raised, the Respondent must propose a flexible LMS application that runs on any modern browser that operates on Apple iOs and Android devices.</p>

Question #	RFP SECTION	PAGE #	QUESTION / COMMENT	STATE RESPONSE
			flexible LMS application that runs in any modern browser, on all Apple and Windows devices?	
2	Attachment 6.2., Section E.7, Field Testing Evaluation Guide	pg.32	<p>“The dedicated Limited English Proficiency (LEP) assistance functionality was easily identifiable and user-friendly.”</p> <p>Reference also the Pro Forma Contract, Section A.8.a, which states: “The Contractor shall provide the required Evidence-based Curricula based on the Offender’s native language to meet Limited English Proficiency Standards as defined in TDOC Policy #103.10.1 and as outlined in Section A.10.d.”</p> <p>There is no Section A.10.d., but it can be assumed TDOC means section A.9.d., which states, “Bilingual Personnel. The Contractor shall make its best efforts to ensure that a sufficient number of staff are bilingual in English &amp; Spanish. If the Offender’s native language is a language other than Spanish, the Contractor shall contact the TDOC designee for a referral to translation services from the Tennessee Language Center within a minimum of seventy-two (72) hours for services within a designated urban area and ninety-six (96) hours for services within a designated rural area to ensure coverage is available. If coverage is unavailable within the designated requested area of service, an additional cost for services shall be expensed to the State to provide an interpreter from the neighboring urban area to travel to perform the requested services.” Would the agency please clarify the expectation for the provision of technology-based content in languages other than English?</p>	<p>The correct section reference to this question shall be Section A.9.d. of the Pro Forma Contract, Attachment 6.6., when referring to Bilingual Personnel.</p> <p>The Respondent's solution must outline and detail how the Respondent will make curriculum available on the LMS in the Offender's native language.</p>
3	Attachment 6.2., Section E.8, Field-Testing Evaluation Guide	Pg. 32	“The Respondent’s LMS provided a Knowledge-Based Solution for questions and technical support.” Would the Agency please define “knowledge-based solution”?	The definition for “Knowledge-Based Solution” has been added to Attachment 6.6. Pro Forma Contract, Section A.2.
4	Attachment 6.6. Pro Forma Contract, Section	pg. 13	“The Contractor will work with the State (including the Department of Finance and Administration Strategic Technology Solutions (“STS”)	The State is providing the requirements for Mobile Application Deployment as developed and approved by the Department of Finance and Administration,

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	A.8.j.1.		Enterprise Development Solutions team) to assure that mobile application development incorporates appropriate branding, design, technologies, and integrations with the State's web portal. The mobile application will be compatible with all supported versions of Apple's iOS. Would the Agency please provide more information about the technologies and integrations referenced in this section? Would the Agency please provide any additional clarification related to the branding consideration as well?	Strategic Technology Solutions (STS), Enterprise Development Solutions team, utilizing the State's branding guidelines as referenced in Attachment Thirteen. The State's branding guidelines can also be found utilizing the following link: <a href="https://www.teamtn.gov/graphicidentity.htm">https://www.teamtn.gov/graphicidentity.htm</a> 
5	Attachment 6.6. Pro Forma Contract, Section A.8.j	Pg. 13	"The Contractor must make available, at no cost to the State, any new technological features or enhancements to the services outlined in the Scope for Integration." Would the Agency please provide more specificity or examples as to what this includes?	The State's intent for this language includes but is not limited to: patches, software updates, new modules or features and any other State or Federal information technology mandates.
6	Attachment 6.6., Section A.3.a	Pg. 8	"The Contractor shall implement Evidence-Based Programming for  Offenders under Probation and/or Parole supervision. The Evidence-Based Programming provided by the Contractor shall include:  1. Cognitive Behavioral Intervention Program ("CBIP") 2. Victim's Impact ("VI") 3. Domestic Violence ("DV") 4. Relapse Prevention and Associated Substance Use Programs approved by the State"  Is it acceptable to the State for respondents to propose an evidence based program that provides the same outcomes as the brand name programs listed in the RFP?	The Respondent must propose EBPs that are listed within Section A.3.a. of the Pro Forma Contract. Any name changes to the program itself or changes to the curriculum must be approved in writing by the State prior to implementation.
7	Attachment 6.6., Section A.3.a	Pg. 8	Will the State please provide the 60-hour CBIP curriculum currently utilized for State probation and parole programming?	The State requires the awarded Contractor to utilize Phoenix New Freedom for the facilitation of CBIP. The curriculum will be provided to the awarded Contractor upon contract award. The State is providing a copy of the content overview of the required CBIP curriculum labeled as Attachment Fourteen, to provide a better understanding of the required content needed for CBIP.

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8	Attachment 6.6., Section A.3.a	Pg. 8	Based on the rules of the Domestic Violence program can the State please clarify if the vendor is required to be certified as well as the programming itself?	Yes, the Contractor and the curriculum must be certified, per Rule 0490-1-.07 Personnel and Training Standards of the Rules of Domestic Violence State Coordinating Council.
9	Attachment 6.6., Section A.3.a	Pg. 8	Does the State hold any copyrights to the programs currently used?  a) If so, for which programs does the State currently hold copyrights?  b) If not, is it the intent for the vendor to secure copyrights?  c) If it is the intent of the State for the vendor to secure copyrights and certifications, will this cost be reimbursed by the State?	No, the State does not hold any copyrights to the programs currently being used and the State does not intend on seeking copyrights for any of the programs being used. It is the State's intent that any copyrights or certifications that may be needed for the Contractor to secure will be at the expense of the Contractor and will not be reimbursed by the State.
10	Attachment 6.6. Pro Forma Contract, Section A.5.	Pgs. 10-11	"Provide a valid, Certificate of Insurance that is verified and dated within the last six (6) months".  Is this verification within the last 6 months of the response deadline or the solicitation date?	The Certificate of Insurance must be dated within six (6) months of the Response Deadline.
11	Attachment 6.6. Pro Forma Contract, Section A.12	Pgs. 16-17	"The LMS application shall support a minimum of one hundred fifty thousand (150,000) users and the application shall be scalable to different user groups defined as: Offenders, TDOC staff, and Contractor Staff."  Can the State please clarify who would be part of the 150,000 users? If the State intends to give all TDOC staff access to the LMS system would the State be willing to consider a more cost efficient plan, such as to grant those who are interactively responsible for the programing access automatically and any others can request and be approved access as deemed necessary?	The State's users will include certain State staff, the targeted Offender population, as outlined in this RFP, and any additional populations as determined necessary by the State.
12	Attachment 6.6. Pro Forma Contract, Section A.12	Pgs. 16-17	Does the State expect those participants receiving traditional delivery to be tracked in the LMS system as well?	No; only those utilizing the LMS will be tracked utilizing the LMS tracking component. Those receiving traditional based delivery will have their status tracked within the State's Offender Management System and the Program Pathways software.
13	Attachment	Pg. 22	"In addition, please provide	The State will not allow for a waiver on the

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	6.2., Section A.13		<p>references for one (1) or more of the</p> <p>government entities currently using the application."</p> <p>Would the State permit the respondent submit to submit original content? If so, would the State consider granting a waiver on the above mandatory requirement of one or more government entities currently using the application?</p>	<p>mandatory requirement as referenced in Section A.13. of the RFP. The content submitted must be relevant to the program offerings the State is seeking through this RFP.</p>
14	Attachment 6.2., Section A.14	Pgs. 22-23	<p>"Respondent and its defined Sub-Contractor have a minimum of three (3) years of experience in facilitating EBP in a correctional setting."</p> <p>It is the intent of the State to hold the both the Respondent and the Sub-Contractor to the three year minimum separately or is the three year requirement a combined total between the Respondent and Sub-Contractor?</p>	<p>The State requires the three (3) year minimum requirement to apply to both the Respondent and any approved Sub-Contractor(s). If it is determined that the Respondent and it's identified Sub-Contractor(s) do not meet the minimum three (3) year requirement, the proposal submitted will be deemed non-responsive.</p>
15	Attachment 6.2., Section C.7	Pg. 30	<p>The first bullet states "The narrative must demonstrate how the Respondent will work with the identified pilot locations to provide technology resources and tools to implement the pilot program and note any and all facility and operational constraints that may impede the execution of the pilot program."</p> <p>Are vendors to assume that resources and tools to implement the pilot program includes tablets, computers and other devices for the facilitators and are these tools to only be purchased for the pilot sites?</p>	<p>Yes, the State's intent is that the Contractor furnish, at their own expense, the equipment needed for pilot deployment and testing. The function of the pilot deployment is to ensure that all software and hardware meets the State standards established by STS. The Contractor will ultimately be responsible for furnishing all software, hardware, and other ancillary resources necessary to implement the LMS solution statewide.</p>

3. Delete RFP Table of Contents in its entirety and insert the following in its place (any sentence or paragraph containing revised or new text is highlighted):

<b>RFP TABLE OF CONTENTS</b>	
<b>SECTIONS:</b>	
1.	<b>INTRODUCTION</b>
2.	<b>RFP SCHEDULE OF EVENTS</b>
3.	<b>RESPONSE REQUIREMENTS</b>
4.	<b>GENERAL CONTRACTING INFORMATION &amp; REQUIREMENTS</b>
5.	<b>EVALUATION &amp; CONTRACT AWARD</b>
<b>ATTACHMENTS:</b>	

- 6.1. Response Statement of Certifications & Assurances
- 6.2. Technical Response & Evaluation Guide
- 6.3. Cost Proposal & Scoring Guide
- 6.4. Reference Questionnaire
- 6.5. Score Summary Matrix
- 6.6. *Pro Forma* Contract
- Attachment One: Attestation
- Attachment Two: Tennessee Department of Correction Policies
- Attachment Three: Liquidated Damages
- Attachment Four: Staffing Pattern
- Attachment Five: Monitoring Instrument
- Attachment Six: Program Delivery Sites
- Attachment Seven: Current Spectrum Contract
- Attachment Eight: CBIP-SAFE-VI Pre & Post Assessments
- Attachment Nine: TDOC Victim Services Impact Pre & Post Assessment
- Attachment Ten: Master Class Schedule
- Attachment Eleven: Cost Evaluation Model
- Attachment Twelve: Mobile App Deployment and Branding Guide**
- Attachment Thirteen: CBIP Programs 60-Hour Curriculum Model**

**4. Delete RFP Attachment 6.6., Section A.2. in its entirety and insert the following in its place (any sentence or paragraph containing revised or new text is highlighted):**

**A.2. Definitions.** For purposes of this Contract, definitions shall be as follows and as set forth in the Contract:

American Correctional Association (“ACA”). The ACA is the accreditation body for correctional, jail and detention facilities. It develops standards for all areas of corrections and implements a system for accreditation for correctional programs, facilities and agencies based on these standards. Also, it supports laws and administrative procedures to safeguard the rights of corrections workers, victims, and Offenders in the adult and juvenile correctional process. Information can be located at the following website: <https://www.aca.org>.

Application Controls. Controls that are directly related to the application and help ensure that transactions are complete, accurate, valid, confidential, and available.

Assessment. A direct assessment of an individual’s mental health status, without the use of standardized test(s), to determine and/or recommend the need for mental health treatment.  
Assistant Commissioner of Community Supervision. Executive-level leader of the Community Supervision Division within the Tennessee Department of Correction tasked with the overseeing of felony probation and parole operations and community corrections programming.

Assistant Commissioner of Rehabilitative Services. Executive-level leader of the Rehabilitative Services Division within the Tennessee Department of Correction that is tasked with the oversight of the provision of treatment and educational opportunities for incarcerated Offenders as well as Offenders under community supervision. The division also provides quality programming to

improve behavior both within and outside of the institutions and prepares Offenders to re-enter the community as an asset to society.

Case Management Plan. A continuously updated and edited series of goals and action steps that govern the confinement, supervision, treatment, sanctioning, transition, and rehabilitative needs of individuals sentenced to serve their sentence under the authority of the Tennessee Department of Correction. Updates and edits are determined by validated risk and needs assessment/reassessments as well as qualifying events such as arrests, newly acquired charges or changes to probation orders by an official member of the judiciary body or as determined necessary by the Tennessee Department of Correction.

Cloud-Based. An application, service, or resource made available to users on demand via the Internet from a cloud computing provider's servers.

Cognitive Behavioral Approaches. Short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behavior that are behind people's difficulties, and so change the way they feel.

Cognitive-Behavioral Intervention Program ("CBIP"). Therapy and/or Evidence-Based Programming designed to reduce re-offense and resulting return to incarceration. The therapy/programming assumes that most people can become conscious of their own thoughts and behaviors and then make positive changes to them.

Commissioner. Chief Executive Officer of the Tennessee Department of Correction.

Community Supervision. Division of the Department of Correction tasked with supervising non-incarcerated Offenders who have been granted liberty in the community under probation, parole or determinate release.

Content Delivery. The geographical distribution of Web-based content to accommodate faster page loads and better access to online information by a specified group of end users.

Continuous Quality Improvement ("CQI"). A strategy that expands upon basic quality assurance methods and acknowledges the ever-present opportunity for organizational development. The use of CQI challenges organizational leaders to examine aggregate data on processes, practices, and outcomes to identify areas for improvement at the system level. In the context of corrections and community supervision, CQI can be applied in a variety of areas, such as case management, workforce development, and correctional programming.

Contract Monitor. TDOC staff charged with monitoring Contractor performance and compliance with Contract terms and conditions.

Correctional Administrator for Rehabilitative Services. A State employee, appointed by the Assistant Commissioner of Rehabilitative Services to oversee the daily rehabilitative and re-entry operations within State Adult Correctional Institutions and Community Supervision Districts. The individual(s) appointed working alongside institutional Wardens and District Directors to ensure the Offenders under supervision of the State are receiving rehabilitative and re-entry services based upon the results of the State's defined risk & needs assessment.

Correctional Technology Association ("CTA"). A public, non-profit network of professionals actively involved in leveraging technology in the field of Corrections. Members consist primarily of Chief Information Officers, Information Technology Directors and operational and administrative staff from State and Provincial Departments of Correction, as well as from Federal, county and local correctional agencies. Information can be located at the following website:  
<https://www.correctionstech.org>.

Curriculum. A set of courses constituting an area of specialization.



Day Reporting Center (“DRC”). TDOC regional office providing services including but not limited to behavioral health and substance use treatment, cognitive behavioral Evidence-Based Programming, employment readiness, and case management services.

Deputy Commissioner of Administration. Executive-level leader appointed by the Commissioner within the Tennessee Department of Correction that is tasked with the oversight of the administrative support functions for the Department. The administrative support functions include Human Resources, Talent Management, and oversight of Information Systems through a partnership with Finance & Administration’s Strategic Technology Solutions Division.

Disaster Recovery Plan. shall mean a documented process or set of procedures to recover and protect business Information Technology (“IT”) in the event of a disaster. The plan drafted in written form specifies procedures an organization is to follow in the event of a disaster. It provides a comprehensive statement of consistent actions to be taken before, during and after a disaster. The disaster could be natural, environmental, or man-made. Man-made disasters could be intentional or unintentional.

District. Geographical subdivision of the State for oversight of Probation and Parole supervision.

District Director. Staff member within the Tennessee Department of Correction providing executive leadership and strategic direction for Offender supervision within a geographical subdivision of the State.

District Site. Geographical location where State leased or owned offices house Community Supervision operations.

Domestic Violence. Acts of violence perpetrated against the Offender’s intimate partners or family members.

Domestic Violence Programming (“DV”). DV is programming for Offenders with domestic violence/abuse charges. DV Programming Curriculum must meet the certification requirement under Rule R0490-1-.08 by the TN Domestic Violence State Coordinating Council in addition to Facilitators utilizing Group process and interviewing techniques (i.e. Motivational Interview Strategies) and the Substance Abuse and Mental Health Services Administration ( SAMHSA’s) National Registry of Evidence-Based Programs and Practices, which includes Cognitive-Behavioral approaches.

<https://www.tncoalition.org/bips-dvsc>

<https://store.samhsa.gov/system/files/sma15-3583.pdf>

Evidence-Based Programming (Program). Programming as defined by the Department of Justice’s Office of Justice Programs and Tennessee Department of Correction Policy #513.12 to be demonstrated effective by causal evidence, generally obtained through high-quality outcome evaluations. The programming has been found effective in treatment of specific problems which leads to a lower rate of return to incarceration.

Fire Marshal. Division of the Tennessee Department of Commerce and Insurance committed to protecting the safety of Tennesseans and their property through fire prevention, education, codes enforcement, regulation, investigation, and law enforcement. The vendor must adhere to fire marshal regulations for room capacity when facilitating required programming.

General Controls. The policies and procedures that apply to all or a large segment of the Contractor’s or Subcontractor’s information systems and applications and include controls over security management, access controls, configuration management, segregation of duties, and contingency planning.

Information Technology Control Audit. An audit that may include a review of general controls and application controls. The audit shall include the Contractor’s and Subcontractor’s compliance with the State’s Enterprise Information Security Policies and all applicable requirements, laws,

regulations or policies.

**Knowledge-Based Solution.** A self-service component within the LMS platform that provides end-users with resources and guidance in using the platform, such as tools for onboarding, answers to common questions, self-guided training, tips for troubleshooting, and points of contact for support.

Learning Management System ("LMS"). A software application for the administration, documentation, tracking, reporting, and delivery of educational courses or training programs.

Licensed Clinical Social Worker ("LCSW"). A social worker trained in psychotherapy that helps individuals deal with a variety of mental health and daily living problems to improve overall functioning. A social worker usually has a master's degree in social work and has studied sociology, growth and development, mental health theory and practice, human behavior/social environment, psychology, research methods.

Licensed Drug and Alcohol Counselor ("LADAC"). An individual licensed by the Tennessee Department of Health employed by the awarded Respondent who provides alcohol and drug abuse counseling services in an alcohol and drug abuse treatment program or a recovery support program, or any program providing alcohol and drug abuse services other than a private practice as dictated by Tennessee Code Annotated 68-24-606.

Licensed Mental Health Professional ("LMHP"). A Licensed Psychiatrist, Advanced Practice Nurse (APN), Psychologist with health service provider designation; Senior Psychological Examiner; Licensed Clinical Social worker; or licensed professional counselor with health service provider designation. These individuals are employed by the awarded Respondent and shall meet all educational competency and licensure/certification criteria mandated by their regulatory boards.

Licensed Professional Counselor ("LPC"). Counselors that are doctoral and master's-level mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders that are employed by the awarded Respondent.

Licensed Senior Psychological Examiner ("LSPE"). A senior psychological examiner employed by the awarded Respondent that renders to individuals or to the public health-related clinical activities or services involving the application of recognized principles, methods and procedures of the science and profession of psychology, such as interviewing or administering and interpreting tests of mental abilities, aptitudes, interests and personality characteristics, for such purposes as psychological evaluation or for educational or vocational selection, guidance or placement. The psychological examiner shall practice the following health-related clinical activities or services only under qualified supervision: overall personality appraisal or classification, personality counseling, psychotherapy, behavior analysis, or personality readjustment techniques.

Liquidated Damages. A listing of possible occurrences of contractor non-compliance with contract requirements and terms and the corresponding monetary damages the State may choose to assess as referenced in Section E.9. of the Pro Forma Contract and Attachment Three of the RFP.

Limited English Proficiency ("LPE"). An individual who does not speak English as their primary language and who have a limited ability to read, speak, write, or understand English as defined in TDOC Policy #103.10.1, Attachment Two.

Monthly Programming Reporting. To ensure the quality of EBP's effectiveness, the Director of Behavioral Health Services will establish a set of outcome data to measure effectiveness. The Specialized EBP Facilitator will submit the Monthly Programming Reporting, CR-3759, of the output data to the Quality Assurance and Improvement Director's designee by the seventh (7th)

business day of each month as referenced in Attachment Two, TDOC Policy #513.12.

Motivational Interviewing. Practice named as Evidence-Based by the U.S. Department of Justice. It is an interview method used to encourage Offender communication, positive thinking and guide Offenders into recognizing needed behavioral change.

Offender. An adult who has committed a criminal offense who is now under State supervision for either Probation or Parole as defined in TDOC Policy # 513.12, Attachment Two.

Offender Management System “(OMS)”. The Commercial Off-The-Shelf (“COTS”) software application, and TOMIS replacement, which enables TDOC to effectively manage Offenders by utilizing current technologies and which conforms to the CTA standards and best practices.

Offender Management System Code. A short indicator related to a decode table that may signify a status or information within the OMS.

Office of Investigation and Compliance (“OIC”). TDOC office which serves as the law enforcement arm of the department. OIC operates a special operations unit which conducts high-risk prisoner escorts, canine operations, statewide contraband sweeps, and targeted enforcement activities at both correctional facilities and field offices.

Parole. Release of a prisoner to the community by the Board of Parole (“BOP”) prior to the expiration of the Offender's sentence. Release is subject to conditions imposed by the BOP and supervision is provided by the Department of Correction.

Platform. The computer architecture and equipment using a particular operating system.

Policy. A set of decisions, policies, and practices pertaining to the internal operation or actions of an agency, as provided at Tenn. Code Ann. § 4-5-102.

Pre-Employment Screening. The process of investigating the backgrounds of potential employees to verify the accuracy of the applicant's claims as well as to discover any criminal history, workers compensation claims, or employer sanctions.

Practice. General category of programs, strategies, or procedures that share similar characteristics with regards to the issues they address and how they address them.

Pre-Assessment. An assessment administered to Offenders gauging their knowledge of programming concepts and components prior to programming delivery. See Attachment Nine: TDOC Victim Services Victim Impact Pre/Post Assessment for reference.

Probation. Release by the court of a person found guilty of a crime without imprisonment, subject to conditions imposed by the court and subject to the supervision of the Department of Correction.

Processing Environment. The combination of software and hardware on which the Application runs.

Program. A specific set of activities carried out according to guidelines to achieve a defined purpose.

Program Facilitator. A qualified professional with license or under supervision of a licensed clinical professional working to execute specific program curriculum to a diverse group of participants and administering pre and post program curricula to determine a participant's success.

Post-Assessment. Assessment administered to Offenders gauging how much of the

Programming concepts and components they learned as a result of Programming delivery. See Attachment Nine: TDOC Victim Services Victim Impact Pre/Post Assessment for reference.

Qualified Trainer. The individual who has been credentialed or certified to provide various training such as Thinking for a Change, Cognitive Behavioral Therapy, and so forth as defined in TDOC Policy # 513.12, Attachment Two.

Quality Assurance and Improvement Director. The individual responsible for overseeing the monitoring and auditing of the compliance and effectiveness of rehabilitation services programs across the state as defined in TDOC Policy # 513.12, Attachment Two.

Relapse Prevention. An included program within a client's treatment plan addressing how clients can refuse drugs and manage triggers for cravings.

Relapse Prevention Counselor. A licensed clinical professional who provides help to clients with addictions to identify stressors and triggers and develop coping mechanisms to avoid them altogether or handle them in a healthier manner.

Specialized Evidence Based Program Facilitator. Correctional or Behavioral Health staff who have received and successfully completed specialized training by a qualified trainer in an Evidence-Based Program.

Stages of Change. An integrative theory of therapy that assesses an individual's readiness to act on a new healthier behavior, and provides strategies, or processes of change to guide the individual as defined by the Substance Abuse and Mental Health Administration (SAMSHA). There are a total of six (6) stages of changes: pre-contemplation, contemplation, preparation, action, maintenance, and termination. Information can be found at: <https://store.samhsa.gov/system/files/sma13-4212.pdf>.

Staffing Pattern. Each functional area by position, with an indication of shift assignment and number of days covered, relief factors, and total staffing.

Staffing Plan. Written plan created by the Contractor and approved in writing by the State indicating the staffing positions and number of Contractor employees needed in each position to perform the responsibilities specified in the Contract's Scope of Services.

Statewide Administrative Manager. A professional hired by the Contractor who is responsible for the daily statewide operations of the assigned project. The administrative manager will coordinate administrative services of their respective organization and will serve as a liaison between the State and the Contractor and offer other support services deemed necessary by the State.

Statewide Coordinator. A professional hired by the Contractor who is responsible for the training and scheduling of all statewide facilitators. This contracted individual will work with the State to ensure all facilitators are familiar with the approved curricula and will serve as the back-up to the Statewide Administrative Manager.

Statewide Director of Training. An employee of the State of Tennessee appointed by the Tennessee Department of Correction Commissioner responsible for the coordination of training activities for the all divisions within the department and serve as the chairperson of the Training Advisory Committee.

Strategic Technology Solutions ("STS"). A division of the State's Department of Finance and Administration serving as the State's central information processing organization and computer service bureau for all state agencies.

STRONG-R (Static Risk and Offender Needs). The State's validated RNA makes referrals and recommendations for the type of programming an Offender needs and transfers the results through the Program Pathways onto the Offender Case Management Plan. The Offender Case

Management Plan is the software within the OMS that staff utilize to confirm the referral and placement into programming. The STRONG-R will interface with the OMS, to ensure the results are housed within the State's OMS of record.

Strategic Technology Solutions ("STS") Division. STS is a division of the State of Tennessee's Department of Finance & Administration. STS is the state's central information processing organization and serves as a computer service bureau to state agencies.

Technology-Based Delivery. An identified Learning Management System (LMS) operating on a cloud-based server with a web-based platform which work on both a standard and mobile browser delivering EBP curricula as identified in section A.8. of the *PRO FORMA* Contract. The LMS shall be easy for staff and users to navigate and complete required course curricula and possess the ability to automatically save content and view course completion records, while working in conjunction with the State's Offender Management System and Offender Case Management Plan.

Tennessee Bureau of Investigation ("TBI"). State agency statutorily established in 1951 as an unbiased agency to assist local law enforcement in the investigation of serious crimes.

Tennessee Department of Correction ("TDOC"). State agency charged with operation of prisons and supervision of adult Offenders in prison and on Community Correction.  
Tennessee Domestic Violence State Coordinating Council. Body statutorily established in 1995 to develop model policies and training curriculums for law enforcement agencies, the courts, and batterers intervention programs.

Tennessee Offender Management Information System ("TOMIS"). A mainframe computer system that automates the management of information about offenders under the supervision of the Tennessee Department of Correction. TOMIS captures all offender related information at the point of origin to provide accurate and timely information to those who use it.

Tennessee Public Safety Act ("PSA") of 2016. The PSA was introduced in 2016 as a component of the State of Tennessee's plan to decrease the State's crime rate and increase the quality of public safety by revising various criminal provisions regarding domestic violence, grading and sentencing of theft, sentencing and release eligibility requirements, and the creation of a community supervision program to facilitate compliance with probation and release conditions as further described in Attachment Two.

Texas Christian University Criminal Thinking Scale. Designed to measure criminal thinking and cognitive orientation across six scales including entitlement, justification, personal irresponsibility, power orientation, cold heartedness and criminal rationalization as defined in TDOC Policy # 513.12, Attachment Two and Attachment Eight.

Validated Risk Needs Assessment. A Validated Risk/Needs Assessment is an instrument that utilizes motivational interaction and interview techniques to collect Offender-specific information to more accurately identify crime-producing attributes of each inmate/Offender/resident and to make more appropriate and productive recommendations for the inmate's/Offender's/resident's level of programming. Awarded Contractor staff will have access to the results of the RNA as referenced in Attachment 6.6., Section A.3.e. of the Pro Forma.

Victim's Impact ("VI"). Programming that takes the participants through TDOC's Office of Victims of Crime (OVC) curriculum. Each module focuses on a crime type and the direct and indirect victims involved, including: Property Crime, Assault, Robbery, Hate and Bias, Gang Crime, Sexual Assault, Child Abuse and Neglect, Domestic Violence, Drunk and Impaired Driving, Homicide, and Making Amends. Through facilitated discussion, homework, videos, and victim impact speakers, the participants will see the far-reaching effects of crime on individuals, their communities and themselves. The curriculum focuses on empathy building and goal setting to encourage more thoughtful, informed behavior in the future. As all crimes have victims, VI may be

helpful for a wide variety of Offenders.

Victims Services. Division of TDOC charged with supporting victims, their families, and the laws that protect their rights, while utilizing recognized principles of Offender behavioral change to help reduce the risk of repeat criminal behavior.

Vulnerability Assessment. An assessment designed and executed to define, identify, and classify the security holes (vulnerabilities) in the technology-based program Processing Environment.

- 5. Add the following as RFP Attachments Twelve and Thirteen and renumber any subsequent sections as necessary:**

## Mobile App Deployment and Branding Guide

### Step 1.

It is recommended Departments discuss contract details prior to bidding out projects to make sure proper procedures, technologies and tools are being used by vendors.

### Step 2.

All mobile app development should be produced using the Ionic framework. All mobile apps should be developed using the State of Tennessee mobile app branding standards available on TeamTN.gov. Native iOS xcode and Android Studio developed projects may be requested with a discussion on requirements and justifications with the EDS mobile app team.

### Step 3.

Departments/vendors if developing in native code should request enrollment as a team member in the Tennessee Apple/Android developer groups if they need access to the States developer account to begin development through EDS.Supoort@tn.gov. As a team member, you have access to the resources you need to develop your app and submit new apps or updates to EDS for completion, final provisioning and distribution. If using an outside vendor make sure that your contract includes the access to the Ionic or Native app project code which is needed for the final signing and provisioning. If we do not receive final code we will not be able to sign the app and deploy it on the States account.

### Step 4.

After vendors or Department developers are complete with their initial wire frames and UX design it should be submitted to EDS mobile app team for branding review. The review should take place before presentation to final customer so adjustments can be completed prior to sign off.

### Step 5.

After branding sign off Departments or vendors can develop and pretest their mobile app internally. Begin developing your app applying any functionality and processes that meet your Department's needs. Make sure you test your app not only in simulator but on all the devices and releases that your app supports. Testing on more than one kind of device ensures that your app operates exactly as you thought it would, no matter which device it's running on. After testing an app yourself, distribute a beta release of your app internally to testers.

## Step 6.

After Development is complete the beta will need to be resubmitted for final branding review and approval to EDS mobile app team. We will provide back any branding adjustments with a branding review document or give a final approval.

## Step 7.

Deliver your final Ionic, Native xCode or Android Studio build files to EDS Support for completion. Once the app has completed your internal development process and you are ready for final deployments submit your build files to the EDS team

You will be requested to provide the store information and screen shots for the app store distribution by the EDS team.

## Step 8.

EDS mobile app team will complete the necessary steps to prepare the app for distribution such as checking project settings, clean, build, archive, export, certificate, and provisioning to generate the final .ipa and .apk file. If problems or errors are encountered we will reach back to the developers to work through the errors. The final .ipa and .apk will be shared back with the requesting department for testing using PhoneGap, Google Play Beta testing and Apple Testflight. Departments will need to test the app and approve it's functionality prior to releasing to app stores for final review. Please allow a minimum of 2 weeks for the signing and provide a heads up for scheduling a month in advance the build is coming so we can discuss scheduling. All State of Tennessee mobile apps will be published under the State's certificate and account as a single entity.

## Step 9.

Apple and Android reviews and approval timelines are out of our control and we would suggest planning a minimum of 2 weeks for this review so there is some time for possible delays by the app store. These times are not a quarantined completion date but a guide you may want to set aside more time to be safe if deployment dates are critical.

## Step 10.

Once tested and approved by the department EDS mobile app team will perform the final distribution of the app through itunes and Google play stores.



We will work with the Department to plan a release date and schedule the app release to the public. EDS will complete the necessary steps to prepare the app for distribution through the State of Tennessee's itunes or Google Play accounts.

Icons Color



Icons Color



Mid Grey  
#6D7073



Pinning

Star

Check Mark

Color Swatches

Primary

#EE3524	#174A7C	#1B365D	#6E7073
---------	---------	---------	---------

#F5E0AF	#A68D68	#E0E0E0	#EEEEEE
---------	---------	---------	---------

#F9F9F9	#F0EDE1		
---------	---------	--	--

Background Image



Secondary Digital Colors

#780000	#132742	#C24E13	#2F470E
---------	---------	---------	---------

Four Main Secondary

#EE3524	#174A7C	#ED9924	#659737
---------	---------	---------	---------

#ED6053	#4C90D3	#F2CD47	#A4CE40
---------	---------	---------	---------

#FFA799	#CDDDF4	#FDEFB9	#E8FEB1
---------	---------	---------	---------

Gray Shades

#EEEEEE	#F1F1F2	#E0E0E0	#D1D3D4
---------	---------	---------	---------

#A7A9AC	#3D3E40 Font		
---------	-----------------	--	--

Success

**Well done!** You successfully read this important alert message.

Green  
#A4CE40  
10%

Alert / Attention

**Heads up!** This alert needs your attention, but it's not super important.

Blue  
#4C90D3  
10%

Error

**Danger!** Change a few things up and try submitting again.

508 Red  
#DB2426  
10%

Warning

**Warning!** Something needs to happen for things to continue.

Yellow  
#F2CD47  
10%

# Sub App Standards

Search

 Search [via PickTN]

Form Field - this displays the default height of the form field (67).  
**DO NOT used this box in design. This is for measuring.**

Date

**NOTE:** When 'padding' is added to ionic elements, '8px' all around is the padding that is applied.

Example:

Date

Date

Web Colors

Link Color

Hover Color

Font Color

Header Color

Font Faces

Permian Slab Serif Typeface  
Header Text

Open Sans  
Paragraph Text

Body Open Sans

Body LG Open Sans

LABEL Open Sans Semibold 14

**Body Copy**  
Proin eget tortor risus. Quisque velit nisi, pretium ut lacinia in, elementum id enim. Quisque velit nisi, pretium ut lacinia in, elementum id enim. Proin eget tortor risus. Curabitur aliquet quam id dui posuere blandit. Praesent sapien massa, convallis a

Header Styles

Header 1    LG PermianSlab

Header 2    PermianSlab

Header 3    SM PermianSlab

Header 4

Hyperlink Open Sans

HoverstateHyperlink

Form Fields:

State 1:    Form Field Label Hint Text

---

State 2:    Label - Form Field - Shifting Text  
Entered Text

---

Example:

State 1:    First Name

---

State 2:    First Name  
Jane Doe

---

Form Error State:

Label - Error Field

Entered Text

---

Error Msg

Form Field Spacing:  
This displays the default height of theform field (67).  
**DO NOT used this box in design. This is for measuring.**

Date

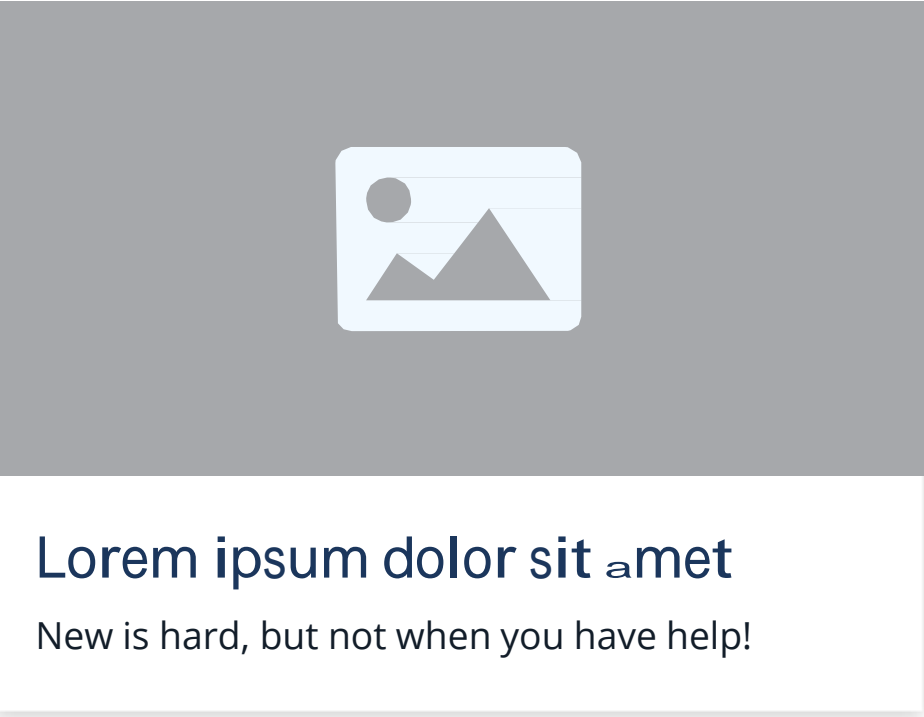
**NOTE:** When 'padding' is added to ionic elements, '8px' all around is the padding that is applied.

Example:

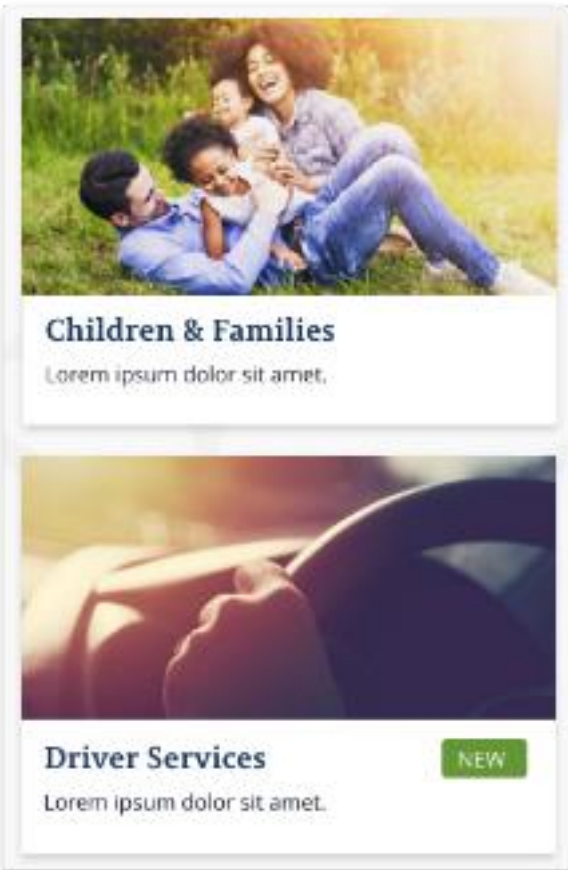
Date

Date

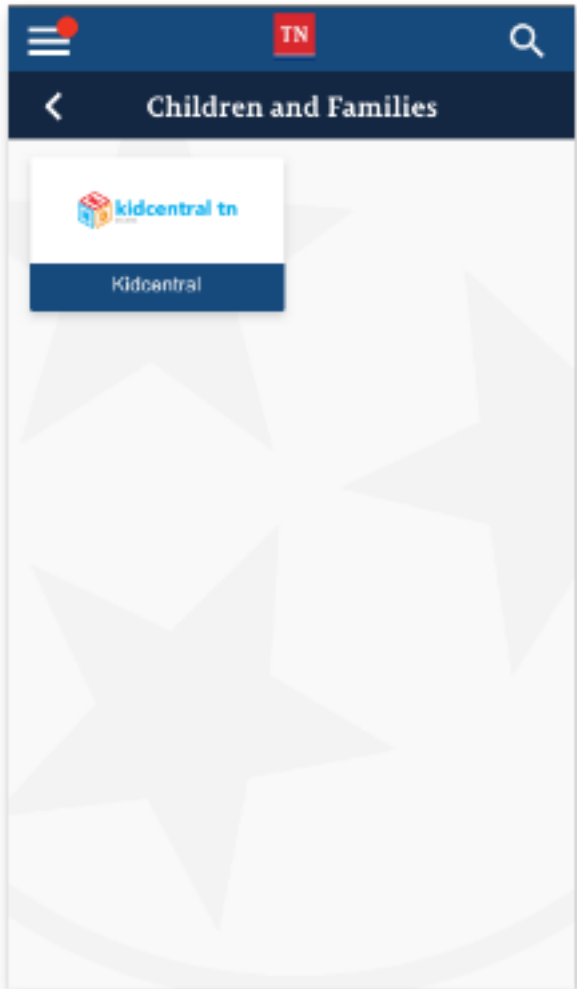
Category



Examples:



Subcategory





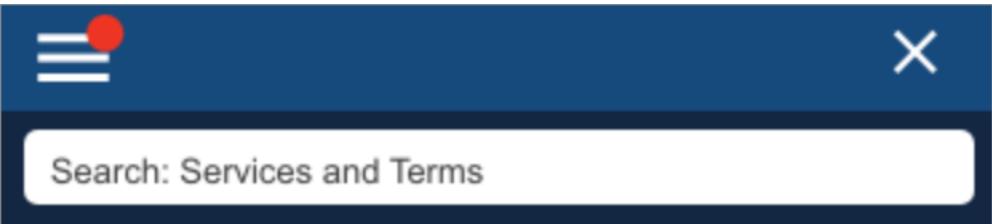
Header Nav



Global Search



Main Nav



Secondary Nav



List View

List Item View

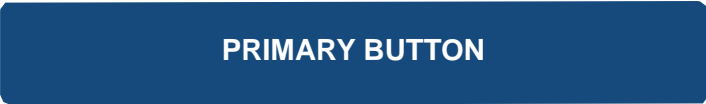


List Item Style



Body Open Sans

Primary Btn



Secondary Btn



Login Btn



Inactive Btn



Text Link / Btn

[Open Sans](#)

Link List

CSA Search	>
Farmers Market Search	>
Restaurant Search	>
Resources for Farmers	>


Internal Search bar (not the global search bar)


 Search

Seach List with Star Status

Colvin Family Farms	★
Bledsoe County	
Colvin Family Farms	
Bledsoe County	
Colvin Family Farms	
Bledsoe County	

Button with Icon

 Add a Child

 Bookmarks

iOS global search

TN.gov

9:41 AM

42%

☰

TN

✕

✕

Drop down  
(same rules apply to the input fields for padding)

Gender▼

Month▼

Year▼


Drop down - with selections

GenderMale▼

MonthSeptember▼

Year2009▼

Link List with image + Details



Joey

Age: 8 years


>

Page Title + Copy

## Page Title

Providing your child's first name, gender, month and year of birth will allow you to see developmental milestones and bookmark articles unique to each child. Child information will be added to your MyTN profile.

Content Card



Joey

Age: 8 years

Milestones

Your child is displaying more highly developed thinking skills, enjoying the opportunity to solve problems independently and creatively, and concentrating on tasks for longer periods of time. By the end of third grade, your child will be writing clear sentences on a wide range of topics from an expanded vocabulary.

**NOTE:** Using rem font sizes because they scale based on their parent size - so a large font will look proper with different sized screen, as will a small font.

Image Size: 290px x 150px



Card Title (2.2rem)

Card body text (1.4rem)

### H3 Title (2.2rem)

Default Body Text (1.5rem)  
Pellentesque in ipsum id orci porta dapibus.  
Vivamus suscipit tortor eget felis porttitor volutpat. Donec rutrum congue leo eget malesuada. Donec sollicitudin molestie malesuada.

- List Font (1.7rem) >
- List Font (1.7rem) >
- List Font (1.7rem) >
- List Font (1.7rem) >

## H2: Search Result Item Title (1.7rem) ★

Details 1 (1.4rem)  
Details 2 (1.4rem)

## H2: Search Result Item Title (1.7rem) ★

Details 1 (1.4rem)  
Details 2 (1.4rem)





Title (1.3rem)



Title (1.3rem)


BUTTON NAME (1.6rem)

[LINKBUTTON \(1.6rem\)](#)

Form Lable (1.7rem)

Dropdown Form Lable (1.7rem) ▼

<



Name (2rem)

Small Font Details (1.2rem)

SMALL BUTTON (1.3rem)

- 

Menu Font (1.2rem) >
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LOG OUT

**CBIP PROGRAMS 60-HOUR CURRICULUM MODEL**

1	The Bridge, Unit A	10-session resource: basic self-care/mental health issues
2	Criminal Thinking (CT) Unit	10-session resource: core criminal thinking issues, shaped for the community environment
3	Reducing your risk and enhancing your protective factors	<p>10-session resource. Primary core element (RH26) addresses the basics of risk reduction: addresses high risk situations, warning signs, high risk feelings leading to relapse, and targeted coping skills suggestions. Supplemented with multiple problem solving situations.</p> <p>Several lessons address both internal and external protective factors, including community resources.</p>
4	Avoiding Trouble	<p>10-session resource. Includes two core elements:</p> <ul style="list-style-type: none"> <li>! Avoiding Trouble when you are with others (RH10).</li> <li>! Avoiding trouble with authority (RH9).</li> </ul> <p>Additional elements address both internal and external protective factors, including community resources.</p> <p><i>Situation cards provide opportunities for modeling appropriate responses.</i></p>
5	Program Unit RB: Recidivism and relapse prevention	10-session resource. Provides a change-focused approach to recidivism and relapse prevention, including specific internal risk factors. Multiple practice activities included.
6	Program Unit RC: Responsibilities and Red Flags	10-session resource. Addresses critical areas of responsibility (meeting conditions of supervision), and identification and effective management of early warning signs (“red flags”).
<b>Supplemental resources</b>		
	Motivational Interviewing Toolkit for community settlements (MI-RH-12345)	Five (5) stages-of-change-based MI toolkits. Multiple tools support MI in the community setting.
x	Program Unit RA: Recidivism and relapse prevention.	10-session unit. <i>Provided as a supplement to Units RB and RC (above).</i>

## THE BRIDGE UNIT A

**Core change-focused mental health program unit. The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems. Key elements include a basic cognitive-behavioral approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.**

	Resource	Description
A-1	Session opener	A moment for your mind
	MI element	Expectations
	Worksheet	The last time
	CBT 1.1 - Introduction to Functional Thinking & Introduction To Symptoms	Introduces basic CBT concepts for this population. Includes feelings, scaling tools, and motivational interviewing (MI) elements. Symptoms element addresses anger.
A-2	Session opener	A moment for your mind
	MI element	A look over the fence
	CBT 1.2 - Introduction to Functional Thinking & Introduction To Symptoms	Introduces basic CBT concepts for this population. Includes feelings, scaling tools, and motivational interviewing (MI) elements. Symptoms element addresses anxiety.
	Worksheet	Assessing your symptoms (frequency, intensity and duration activity)
A-3	Session opener	A moment for your mind
	CBT 1.3 - Introduction to Functional Thinking & Introduction To Symptoms	Introduces basic CBT concepts for this population. Includes feelings, scaling tools, and motivational interviewing (MI) elements. Symptoms element addresses depression.
	Distress tolerance skill set	Self-Soothing Skill #1
A-4	Session opener	A moment for your mind
	MI element	What's really important to me

	CBT 1.4 -Introduction to Functional Thinking & Introduction To Symptoms	Introduces basic CBT concepts for this population. Includes feelings, scaling tools, and motivational interviewing (MI) elements
	Distress tolerance skill set	Self-Soothing Skill #2
A-5	Session opener	A moment for your mind
	Pre4 (s) - What's really important to me?	MI-resource. Addresses the importance they attach to addressing specific issues, symptoms, and feelings.
	FFT - Small problems add up	Helps identify specific stressors.
	Distress tolerance skill set	Self-Soothing Skill #3
A-6	Session opener	A moment for your mind
	Activity	MH FFT everybody feels down
	FD 4.1 - Coping with uncomfortable feelings	Addresses role key symptoms and cues in past problems.
	Distress tolerance skill set	Distraction Skill #1
A-7	Session opener	A moment for your mind
	FD 4.2 - Coping with uncomfortable feelings	Addresses key cues (internal and external) of critical symptoms and feelings.
	Distress tolerance skill set	Distraction Skill #2
A-8	Session opener	A moment for your mind
	CBT4.1 - Symptoms and Early warning signs	Helps identify and address individual-specific symptoms and early warning signs of selected feelings and problem areas.
	Distress tolerance skill set	Distraction Skill #3.

A-9	Session opener	A moment for your mind
	CBT4.2 - Symptoms and Early warning signs	Helps identify and address individual-specific symptoms and early warning signs of selected feelings and problem areas.
	Distress tolerance skill set	Brief review of Self Soothing and Distraction Skills.
	Worksheet	Brief assessment of confidence in use of selected skills to address discomfort.
A-10	Session opener	A moment for your mind
	CBT4.3 - Symptoms and Early warning signs	Helps identify and address individual-specific symptoms and early warning signs of selected feelings and problem areas.
	Worksheet	Brief action plan - going forward - to handle specific high risk internal risk factors (feelings, and symptoms)
	Worksheet	Handling risk factors, high risk feeling and symptoms (SCQ - Situational Confidence - activity)
	Worksheet	Build up of symptoms - Situational Confidence activity
Checkpoint after Unit		Assess participation, motivation, understanding, insight. Evaluate SCQ and summary documentation noted above. Assess action plan for self-care and aftercare.

## UNIT CR-CT (Community): CRIMINAL THINKING

Objectives	GOAL: Identify and address selected areas of dysfunctional or criminal thinking.	
<b>! Contemplation stage</b> ◡ awareness ◡ understanding ◡ insight ◡ acceptance	1	Situations CT #1 CC7 - Who do you <u>think</u> you are? Situations CT #2
	2	Situations CT #3 CC6 - I have my reasons Situations CT #4
	3	Situations CT #5 GG13 - Criminal values Situations CT #6
	4	FFT - On the day you were arrested ST1 - Becoming a victim - or helpless Situations CT #7
	5	Situations CT #8 ST2 - Blaming Situations CT #9
	6	How is this likely to work out #2 ST3 - Playing dumb or naive Situations CT #10
	7	FFT - I knew they were watching me ST4 - The doormat Situations CT #11
	8	Situations CT #12 ST5 - Self-pity Situations CT #13
<b>! Assessment and action planning</b>	9	FFT - Getting into problems - by accident ST42 - Are you setting yourself up? Situations CT #14
	10	ST38 - Criminal thinking Worksheet - Agree or disagree? Situations CT #15



Protective Factors and Risk Factors (Community)		
1	Session opener	Mindfulness moment
	TP6-cv - Transitions: How are you doing?	This lesson identifies and summarizes key areas for problems in maintaining recovery - or in maintaining new life and lifestyle changes. It provides 25 areas for self-evaluation. Participants then summarize their top three areas of concern (where they feel least confident). They then are guided to develop action planning steps to increase their confidence in handling these situations successfully.
	FFT - Taking the initiative	Short discussion and self-assessment activity.
2	Session opener	Mindfulness moment
	TP8 - Developing resilience	<p>Resilience in the face of difficulties can be a critical quality. It's basic: people with this quality do better in life, and it can be especially helpful in making changes to support recovery.</p> <p>This lesson addresses both external and internal elements in resilience. On the external side, it helps clarify currently available supports and options for expanding this safety net. Then participants evaluate themselves on 20 characteristics of internal supports for resilience - as basic assessment of their own capacity for resilience. The resource then guides participants in developing a specific action plan to increase their support system.</p>
	Basic coping skill	Introduction and practice
3	Session opener	Mindfulness moment
	TP3 - The new <u>reinvented</u> you	This lesson provides the opportunity to explore giving yourself a fresh start. It helps participants clarify new goals, assess their strengths and assets, briefly summarize their new external support system, and clarify their commitment to change. It summarizes with a brief action plan.
	Basic coping skill	Skill practice
4	Session opener	Mindfulness moment
	RH26.1 - Reducing your risk, Part I	Basic risk reduction workbook, addresses highest risk situations, warning signs, high risk feelings leading to relapse, and provides coping skills guidelines.
	Basic coping skill	Skill practice
5	Session opener	Mindfulness moment

	RH26.2 - Reducing your risk, Part 2	Basic risk reduction workbook, addresses highest risk situations, warning signs, high risk feelings leading to relapse, and provides coping skills guidelines.
	Basic coping skill	Skill practice
6	<i>Session opener</i>	<i>Mindfulness moment</i>
	RH26.3 - Reducing your risk, Part 3	Basic risk reduction workbook, addresses highest risk situations, warning signs, high risk feelings leading to relapse, and provides coping skills guidelines.
	Basic coping skill	Skill practice
7	<i>Session opener</i>	<i>Mindfulness moment</i>
	TP16 - I can do this (strengths)	Helps participants identify key internal strengths and protective factors, and guides them to make better choices about how they will live their life in the future.
	Worksheet - Buffers	Resource helps identify selected protective factors.
8	<i>Session opener</i>	<i>Mindfulness moment</i>
	TP20 - Burning your bridges	Guides the selection of specific changes and the development of a concrete action plan to reduce risk.
	Worksheet - Connections	Resource helps identify selected protective factors.
9	<i>Session opener</i>	<i>Mindfulness moment</i>
	SP6 - Protective factors checklist	Identifies common protective factors and developmental asserts, and guides the identification of specific factors. In addition to identifying internal and external resources for each individual, it provides feedback and encouragement for developing resiliency and building on these strengths to make changes.
	Basic coping skill	Skill practice
10	<i>Session opener</i>	<i>Mindfulness moment</i>
	TP4 - Then and now - external protective factors and barriers	Many people in program settings have a history of past relapse or similar failures. This resource starts by examining those past experiences to clarify what went wrong - as well as supportive elements. The major element in the resource focuses on the development of new - better - external protective factors. It concludes by summarizing specific action steps and identifying steps to overcome barriers to effective change.
	PDL20 - Making good use of community resources	Checklist guiding the development of personal action plan.

## Avoiding Trouble (Community)

This 10-session unit includes elements from three separate resources:

- ! RH6 - Making positive steps to take control of your life
- ! RH10 - Avoiding problems with authority
- ! RH9 - Avoiding trouble (when you are with others)

1	Session opener	Back again
	RH6.1 - Making positive steps to take control of your life, Part 1	Develops a detailed plan for the use of a post-release “safety net” and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help.
	Problem solving activity	How are you going to do? #1
2	Session opener	Back again
	RH6.2 - Making positive steps to take control of your life, Part 2	(see above)
	Problem solving activity	How are you going to do? #2
3	Session opener	Back again
	RH6.3 - Making positive steps to take control of your life, Part 3	(see above)
	Problem solving activity	Handling difficult situations
4	Session opener	Back again
	RH6.4 - Making positive steps to take control of your life, Part 4	(see above)
	Problem solving activity	How are you going to do? #3
5	Session opener	Back again
	RH10.1 - Avoiding problems with authority, Part 1	Addresses issues involved in dealing with authority figures and helps participants understand the nature of their anger, hurt, and resentment - and the ways in which they may create more problems for themselves. It offers specific suggestions for dealing with potential conflicts with authority figures, and a template for evaluating responses to typical situations. Situation cards provide opportunities for modeling appropriate responses.
	Problem solving activity	Handling difficult situations
6	Session opener	Back again
	RH10.2 - Avoiding problems with authority, Part 2	(see above)

	Problem solving activity	Handling difficult situations
7	<i>Session opener</i>	<i>Back again</i>
	RH10.3 - Avoiding problems with authority, Part 3	(see above)
8	<i>Session opener</i>	<i>Back again</i>
	RH9.1 - Avoiding trouble (when you are with others), Part 1	Peer pressure and poor choices often lead to trouble. Being in the wrong place at the wrong time, with the wrong people, is a common explanation for failure. This resource identifies common problems and solutions, and provides twenty typical situations for role-playing and demonstration of effective coping skills. <i>Note that different situations are provided to address a range of ages.</i>
	Problem solving activity	Handling difficult situations
9	<i>Session opener</i>	<i>A Practical Question #4</i>
	RH9.2 - Avoiding trouble (when you are with others), Part 2	(see above)
	Problem solving activity	How are you going to do? #4
10	<i>Session opener</i>	<i>A Practical Question #9</i>
	RH9.3 - Avoiding trouble (when you are with others), Part 3	(see above)
	RH15d - How are you doing?	Recovery activities planning

## PROGRAM UNIT R-B

**Issues in Transition: Getting yourself ready (recidivism and relapse prevention). This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common internal risk factors (lapses), and the development of internal and external protective factors (safety nets).**

RB1	Back again	Post release issues. Awareness resource; addresses reluctance to change.
	SD7b - Costs and Consequences	Includes awareness-building and change-focused resources specifically addressing past behaviors, coping choices, and consequences.
	Problem solving activities	Situations Part 5
RB2	Back again	Post release issues. Awareness resource; addresses reluctance to change.
	SD6.4 - Reasons to change	MI-based change-focused resource.
	Problem solving activities	Situations Part 6
RB3	FFT - Some time to think	Awareness and acceptance resource; change-focus.
	RH5.1 - If you lapse	Provides information and understanding of personal internal risk factors leading to lapse/relapse/recidivism.
	Worksheet - How do you think you have changed?	Self-analysis of current stage of change (contemplation stage).
	Problem solving activities	Situations Part 7
RB4	Relapse prevention activity (RH5 cards - set #1)	Provides practice in managing personal internal risk factors.
	RH5.2- If you lapse	Develops further understanding and acceptance of personal internal risk factors leading to lapse or relapse (includes recidivism).
	Worksheet - How have things worked in the past?	Analysis of successes - and failures - in the past (contemplation and early preparation stage).
RB5	Relapse prevention activity (RH5 cards - set #2)	Provides practice in managing personal internal risk factors.
	RH5.3 - If you lapse	Develops plan for success in managing personal internal risk factors.
	Worksheet - What's different now?	Analysis of elements of personal change (contemplation or preparation/determination stage resource).

RB6	Relapse prevention activity (RH5 cards - set #3)	Provides practice in managing personal internal risk factors.
	RH5.4 - If you lapse	Provides formal plan to manage personal internal risk factors.
	Worksheet - Turning points scaling activity	Short analysis of specific aspects of preparation/determination to change.
RB7	RH7.1 - Avoiding the negative	Key resource in avoiding high external risk factors (people, places, things, and situations).
	Worksheet - Since the last time	Identifies and assesses changes since their last treatment experiences.
	Worksheet - Going forward: triggers and risk factors	Evaluates the linkage between selected triggers and internal risk factors.
RB8	Relapse prevention activity (RH5 cards - set #4)	Provides practice in managing personal internal risk factors.
	RH7.2 - Avoiding the negative	Key resource in avoiding high external risk factors (people, places, things, and situations).
	Worksheet - Risk factors summary activity	Evaluates personal internal and external risk factors.
RB9	RH12.1 - Safety nets	Key resource in developing external protective factors (personal safety net) - includes analysis of specific action plan for relapse prevention.
	Survivor (protective factors)	Evaluates elements of personal internal protective factors.
RB10	RH12.2 - Safety nets	Key resource in developing external protective factors (personal safety net) - includes analysis of specific action plan for relapse/recidivism prevention.
	Worksheet - Situational confidence scales	Assesses current level of confidence at handling specific problem situations and risk factors. (SCQ element)
	Worksheet - Action plan: Going forward from here	Develops personal action plan.
Checkpoint after Unit (optional)		Evaluate SCQ (above). Assess participation, motivation, understanding, insight. Assess action plan for self-care and aftercare.

## PROGRAM UNIT R-C

**Issues in Transition: Responsibilities and Red Flags - This unit addresses transition and post-release issues in two specific ways. The first element addresses critical areas of responsibility (meeting the conditions of parole, seeking and maintaining employment, family responsibilities, etc.. The second element focuses on the identification of early warning signs that they may be slipping back into old patterns of behavior (“red flags”).**

RC1	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH4.1 - Facing your responsibilities, part 1	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility.
	Problem solving activities	Situations Part 8
RC2	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH4.2 - Facing your responsibilities, part 2	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility.
	Problem solving activities	Situations Part 9
RC3	Mindfulness moment	Brief centering activity.
	Lesson RH4.3 - Facing your responsibilities, part 3	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility.
	Problem solving activities	Situations Part 16
RC4	Mindfulness moment	Brief centering activity.
	Lesson RH4.4 - Facing your responsibilities, part 4	This workbook identifies and addresses common responsibilities faced upon transition. Exercises list the most important responsibilities, and ask participants to identify how they will meet each area of responsibility.
	Problem solving activities	Situations Part 10
RC5	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH13.1 - Red Flags, part 1	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.

RC6	Mindfulness moment	Brief centering activity.
	Lesson RH13.2 - Red Flags, part 2	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.
RC7	Mindfulness moment	Brief centering activity.
	Lesson RH13.3 - Red Flags, part 3	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.
RC8	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH13.4 - Red Flags, part 4	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.
RC9	Mindfulness moment	Brief centering activity.
	Lesson RH13.5 - Red Flags, part 5	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.
RC10	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH13.6 - Red Flags, part 6	Helps participants identify and plan to address the symptoms and cues that they are moving closer to their highest risk situations. This is a key step toward self-efficacy.
Checkpoint after Unit (optional)		Evaluate final element in RH13 (above). Assess participation, motivation, understanding, insight. Assess action plan for self-care and aftercare.



## PROGRAM UNIT R-A

**Issues in transition: Recidivism and Relapse Prevention - This unit provides a change-focused approach to recidivism and relapse prevention. It targets the most common external risk factors (identifying, avoiding, or dealing more effectively with their specific high risk people, places, things, and situations), and the development of internal and external protective factors (safety nets).**

RA1	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH2.1 - Dealing with people in new ways, part 1	Helps participants identify what they can do differently if the “old ways” didn’t work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided.
	Problem solving activities	Post-release problem scenarios, includes cards from RH2.
RA2	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH2.2 - Dealing with people in new ways, part 2	Helps participants identify what they can do differently if the “old ways” didn’t work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided.
	Problem solving activities	Post-release problem scenarios, includes cards from RH2.
RA3	Mindfulness moment	Brief centering activity.
	Lesson RH2.3 - Dealing with people in new ways, part 3	Helps participants identify what they can do differently if the “old ways” didn’t work, including temptations and issues with family, friends, and community which may stand in the way of a successful transition. A set of situation cards for group discussion is provided.
RA4	Mindfulness moment	Brief centering activity.
	RH3.1 Dealing with discomfort	This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the “trouble spots” can be addressed individually or in group setting, and a more effective response developed.

RA5	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	RH3.2 Dealing with discomfort	This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the “trouble spots” can be addressed individually or in group setting, and a more effective response developed.
	Problem solving activities	Post-release problem scenarios, includes cards from RH2.
RA6	Mindfulness moment	Brief centering activity.
	RH3.3 Dealing with discomfort	This workbook identifies and addresses common feelings experienced during the transition period. Activities identify issues and ask participants to demonstrate how they plan to handle these concerns. This information can be used by counselors to identify effective - and ineffective - responses. When possible, the “trouble spots” can be addressed individually or in group setting, and a more effective response developed.
	Problem solving activities	Situations Part I
RA7	Mindfulness moment	Brief centering activity.
	Lesson RH6.1 Making positive steps	Develops a detailed plan for the use of a post-release “safety net” and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help.
	Problem solving activities	Situations Part 2
RA8	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH6.2 Making positive steps	Develops a detailed plan for the use of a post-release “safety net” and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help.
	Problem solving activities	Situations Part 3

RA9	Mindfulness moment	Brief centering activity.
	Lesson RH6.3 Making positive steps	Develops a detailed plan for the use of a post-release “safety net” and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help.
	Problem solving activities	Situations Part 4
RA10	Back again	Post-release issues. Awareness resource; addresses reluctance to change.
	Lesson RH6.4 Making positive steps	Develops a detailed plan for the use of a post-release “safety net” and recovery activities. It guides the process of identification and selection of friends and community resources to assist in the transition. Additionally, it identifies and addresses the high risk factors members of the support system will need to know in order to help.
	TPI5 The Future	Focuses on readiness to successfully handle personal and interpersonal expectations. It helps focus on common issues and begin to develop concrete action steps.
Checkpoint after Unit (optional)		Evaluate TPI5 AND RH6.4 (above). Assess participation, motivation, understanding, insight. Assess action plan for self-care and aftercare.

6. **RFP Amendment Effective Date.** The revisions set forth herein shall be effective upon release. All other terms and conditions of this RFP not expressly amended herein shall remain in full force and effect.